

WR	Module Overview
Writing Module	
Units	Unit 1: Argument Writing (see Unit Overview for texts) Unit 2: Informative Writing (see Unit Overview for texts) Unit 3: Narrative Writing (see Unit Overview for texts)
Number of Lessons in Module	59 (including 20 supplemental skills lessons)

Introduction

The Writing Module comprises three separate units that provide in-depth instruction on one type of writing: argument, informative, and narrative. Each unit may be implemented independently of the others, and each unit's instruction may be woven into other modules.

In each unit, students are introduced to the skills, practices, and routines of one of three types of writing. Students work collaboratively with their peers to examine model texts, plan for their writing, and gather evidence. Students independently practice writing and revising and engage in peer review to revise their work. Over the course of each unit, the class constructs a Writing Checklist specific to the type of writing practiced in the unit to guide students in the processes of drafting, review, and finalization. By the end of each unit, students will have produced a fully developed piece of writing.

Each unit contains a set of supplemental skills lessons, which provide direct instruction on discrete writing skills. Teachers can choose to implement all of these lessons or only those that address the needs of their students. The module also includes a vocabulary lesson with four different activity models that may be implemented throughout the units to support students' comprehension.

Student learning is assessed based on demonstrated planning, drafting, revising, and editing throughout the writing process. At the end of each unit, students are assessed on the effectiveness of their finalized drafts according to the class-generated checklist related to each type of writing.

To close each unit, students participate in a brief activity in which they reflect on the writing process, identifying strategies that helped them succeed as well as areas for improvement.

Literacy Skills & Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based discussions about texts
- Collect and organize evidence from texts to support analysis in writing
- Make claims about texts using specific textual evidence
- Use vocabulary strategies to define unknown words
- Paraphrase and quote relevant evidence from texts
- Write narratives to develop real or imagined experiences or events
- Produce writing that is appropriate to task, purpose, and audience
- Independently practice the writing process outside of class
- Use rubrics and checklists for self-assessment and peer review of writing

English Language Arts Outcomes

Yearlong Target Standards

These standards embody the pedagogical shifts required by the Common Core State Standards and will be a strong focus in every English Language Arts module and unit in grades 9–12.

CCS Standards: Reading—Literature	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS Standards: Reading—Informational Text	
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS Standards: Writing	
W.9-10.9.a, b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>a. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of purposes, tasks, and audiences.
CCS Standards: Speaking & Listening	
SL. 9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
CCS Standards: Language	
L.9-10.4.a-d	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different</p>

	meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Module-Specific Standards

These standards will be the specific focus of instruction and assessment, based on the texts studied and proficiencies developed in this module.

College and Career Readiness Anchor Standards for Reading	
None.	
CCS Standards: Reading—Literature	
None.	
CCS Standards: Reading—Informational Text	
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
CCS Standards: Writing	
W.9-10.1.a, b, c, d, e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the

	<p>norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
W.9-10.2.a, b, c, d, e, f	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
W.9-10.3.a-e	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>

W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.9-10.9.a, b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCS Standards: Speaking & Listening	
SL.9-10.1.c, d	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning

	presented.
CCS Standards: Language	
L.9-10.1.a, b	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9-10.2.a-c	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.
L.9-10.3.a	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.

Texts

Unit 1: Argument Writing
*“Keep on Reading” (argument model)
*“We Need the League” (argument model)
Norton, Amy. “Kids Still Getting Too Much ‘Screen Time’: CDC.” <i>HealthDay</i> . Healthday, 9 July 2014.
*Richtel, Matt. “Attached to Technology and Paying a Price.” <i>The New York Times</i> . The New York Times Company, 6 June 2010.
*Hampton, Keith. “Social Media as Community.” <i>The New York Times</i> . The New York Times Company, 18 June 2012.

Perez, Sarah. "Education 2.0: Never Memorize Again?" <i>ReadWrite</i> . Wearable World Inc., 2 Dec. 2008. Web.
Unit 2: Informative Writing
"Cave Painting" (informative writing model)
"A Brief History of Photography" (informative writing model)
*"The New Deal." <i>PBS</i> . Public Broadcasting Service, n.d. Web.
*Hastings, Robert. "Digging In." <i>Dark Days: America's Great Depression</i> . Logan, Iowa: Perfection Learning Corp, 2014. Print.
Hayes, Nancy. "Firing, Not Hiring." <i>Cobblestone</i> . <i>Sirs Discoverer</i> , Mar. 2008. Web.
Unit 3: Narrative Writing
"Return to July" (narrative model)
College Application Essay (narrative model)
Loff, Sarah. "Apollo 11 Mission Overview." <i>NASA</i> . National Aeronautics and Space Administration, 30 Apr. 2015.
Gainer, Denny. "They Remember Where They Were That Night." <i>USAToday</i> . USA TODAY, n.d.
Weaver, Kenneth F. "The Flight of Apollo 11." <i>National Geographic</i> . National Geographic Society, Dec. 1969.

*From *In Common: Effective Writing for All Students*, Collection of All Student Work Samples, K–12, by The Vermont Writing Collaborative with Student Achievement Partners, http://achievethecore.org/content/upload/Big_1_DR8.12.pdf. Copyright (2013) by The Vermont Writing Collaborative and Student Achievement Partners. Used with permission.

Module-at-a-Glance Calendar

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Unit 1: Argument Writing				
"Keep on Reading"	20	<ul style="list-style-type: none"> Read closely for textual 	RI.9-10.8	Student learning is assessed based on

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<p>(argument model)</p> <p>“We Need the League” (argument model)</p> <p>“Kids Still Getting Too Much ‘Screen Time’: CDC” by Amy Norton</p> <p>“Attached to Technology and Paying a Price” by Matt Richtel</p> <p>“Social Media as Community” by Keith Hampton</p> <p>“Education 2.0: Never Memorize Again?” by Sarah Perez</p>		<p>details</p> <ul style="list-style-type: none"> Annotate texts to support comprehension and analysis Independently read and annotate text in preparation for evidence-based discussion Engage in productive evidence-based discussions about text Use vocabulary strategies to define unknown words Delineate arguments and explain relevant and sufficient evidence and valid reasoning Collect and organize evidence from texts to support analysis in writing Plan for writing Produce writing that is appropriate to task, purpose, and audience Introduce a precise central claim Develop claims and counterclaims fairly and thoroughly Clarify the relationships 	<p>W.9-10.1.a, b, c, d, e</p> <p>W.9-10.4</p> <p>W.9-10.5</p> <p>W.9-10.6</p> <p>W.9-10.8</p> <p>W.9-10.9.b</p> <p>W.9-10.10</p> <p>SL.9-10.1.c, d</p> <p>L.9-10.1.a, b</p> <p>L.9-10.2.a-c</p> <p>L.9-10.3.a</p>	<p>demonstrated planning, drafting, revising, and editing throughout the writing process.</p> <p>At the end of the unit, students are assessed on the effectiveness of their finalized drafts according to the class-generated Argument Writing Checklist. Students write a formal, multi-paragraph argument in response to the following prompt:</p> <p>Take a position on whether your school should participate in the national “Shut Down Your Screen Week.” Write a multi-paragraph argument to support your position, using evidence from the texts that you read.</p>

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		<p>among claims, evidence, and reasoning</p> <ul style="list-style-type: none"> Establish and maintain a formal style and objective tone Write an effective introduction to an argument Write an effective conclusion to an argument Independently revise writing Independently practice the writing process outside of class Engage in constructive peer review Use editing conventions to finalize writing Use a checklist for self-assessment and peer review of writing 		
Unit 2: Informative Writing				
<p>“Cave Painting” (informative writing model)</p> <p>“A Brief History of Photography” (informative writing model)</p> <p>“The New Deal”</p>	20	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Independently read and annotate text in preparation for evidence-based 	<p>RI.9-10.3</p> <p>W.9-10.2.a, b, c, d, e, f</p> <p>W.9-10.4</p> <p>W.9-10.5</p> <p>W.9-10.6</p> <p>W.9-10.8</p> <p>W.9-10.9.b</p> <p>W.9-10.10</p>	<p>Student learning is assessed based on demonstrated planning, drafting, revising, and editing throughout the writing process.</p> <p>At the end of the unit, students are assessed</p>

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<p>“Digging In” by Robert J. Hastings</p> <p>“Firing, Not Hiring” by Nancy Hayes</p>		<p>discussion</p> <ul style="list-style-type: none"> Engage in productive evidence-based discussions about the text Use vocabulary strategies to define unknown words Collect and organize evidence from texts to support analysis in writing Plan for writing Produce writing that is appropriate to task, purpose, and audience Introduce a precise central claim Engage in constructive peer review Use editing conventions to finalize writing Use a checklist for self-assessment and peer review of writing Write an effective conclusion to an informative paper Independently revise writing Independently practice the writing process outside of class 	<p>SL.9-10.1.c, d L.9-10.1.a, b L.9-10.2.a-c L.9-10.3.a</p>	<p>on the effectiveness of their finalized drafts according to the class-generated Informative Writing Checklist. Students write a formal, multi-paragraph informative paper in response to the following prompt:</p> <p>According to the texts provided, what effects did the Great Depression have on people who lived through it?</p>

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		<ul style="list-style-type: none"> Engage in constructive peer review Use editing conventions to finalize writing Use a checklist for self-assessment and peer review of writing 		
Unit 3: Narrative Writing				
<p>“Return to July” (narrative writing model)</p> <p>College Application Essay (narrative writing model)</p> <p>“Apollo 11 Mission Overview”</p> <p>“They Remember Where They Were That Night” by Denny Gainer</p> <p>“The Flight of Apollo 11” by Kenneth F. Weaver</p>	19	<ul style="list-style-type: none"> Read closely for textual details Read closely for textual details Annotate texts to support comprehension and analysis Independently read and annotate text in preparation for evidence-based discussion Engage in productive evidence-based discussions about text Use vocabulary strategies to define unknown words Collect and organize details from texts to support narrative writing Write narratives to develop real or imagined experiences or 	<p>W.9-10.3.a-e W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.9.a, b W.9-10.10 SL.9-10.1.c, d L.9-10.1.a, b L.9-10.2.a-c</p>	<p>Student learning is assessed based on demonstrated planning, drafting, revising, and editing throughout the writing process.</p> <p>At the end of the unit, students are assessed on the effectiveness of their finalized drafts according to the class-generated Narrative Writing Checklist.</p> <p>Students write a multi-paragraph narrative in response to the following prompt:</p> <p>Based on the texts and photographs provided, write a narrative retelling the moment of the first lunar landing from one of the following perspectives:</p> <p>a) Neil Armstrong, the</p>

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		<p>events</p> <ul style="list-style-type: none"> • Write an effective introduction to a narrative essay • Write an effective conclusion to a narrative essay • Incorporate a range of narrative techniques, such as dialogue, pacing, description, and reflection • Sequence events so that they build on one another to create a whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) • Use precise words and phrases, telling details, and sensory language • Plan for writing • Produce writing that is appropriate to task, purpose, and audience. • Independently revise writing • Independently practice the writing process outside of class • Engage in constructive 		<p>first person on the moon; b) Buzz Aldrin, the second person on the moon; c) Michael Collins, the astronaut who remained in the space craft orbiting the moon; d) a person in the control room in Houston, Texas; or e) a person (a child, a teenager, a soldier, etc.) watching the live television broadcast.</p>

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		peer review <ul style="list-style-type: none"> • Use editing conventions to finalize writing • Use a checklist for self-assessment and peer review of writing 		

Note: Bold text indicates targeted standards that will be assessed in the module.